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ABSTRACT

This booklet is an annotated bibliography of recent work about the reading performance of Black-English-speaking children. The first half of the book lists materials according to the factors that influence the reading performance of black children: dialect interference, intellectual ability, environment, perceptual deficiencies, self-concept, classroom behavior, limited opportunities, teacher attitudes, and test bias. The latter half of the booklet lists materials that suggest strategies for improving black children's reading performance, including language and reading programs, preschool intervention, diagnostic and readiness procedures, improving self-concepts and behaviors, teacher training, and school philosophy. The final chapter provides recommendations for future work, other reading materials, and an inventory of phonological and syntactical differences between Black English and Standard English. (RL)

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READING AND THE BLACK ENGLISH SPEAKING CHILD

An Annotated Bibliography

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INTRODUCTION

There has been much controversy in the literature regarding the cause or causes of reading failure often evident among black, lower socioeconomic status (lower SES) children. Numerous and diverse explanations and subsequent methods of remediation have been suggested for this apparent failure. Several researchers have hypothesized that black, lower SES children are linguistically deficient to children who speak Standard English (SE). In contrast, most researchers now believe that many black children speak a dialect of English, called Black English (BE), which is as highly structured as, but linguistically at variance with, that which is used and taught in the schools.

There is evidence that inter- and intraspeaker variability exists among BE speaking children. They may not all produce the same number of SE or BE forms in their speech and they may use more SE at one time than another, depending on age, social situation, and previous exposure to SE. Because of the use of BE among these children, teachers need to understand the characteristics of their dialect.

A significant factor in BE speaking children's reading difficulties is the social stigma many of them perceive is attached to their language and culture. This feeling is not without foundation; research confirms that many teachers view black, lower SES children more negatively and less able academically than white children. In addition, it is generally believed that many test instruments are culturally and linguistically biased.

Physiological factors, as well as linguistic and cultural factors, contribute to widespread reading difficulties among black, lower SES children. Low weight at birth (usually caused by improper diet and inadequate health maintenance of the mother) and poor nutrition and inadequate health care throughout a child's early years often lead to intellectual deficits. It is difficult to meet reading needs when basic life needs are unmet.

No single position is represented in this bibliography, nor do the compilers agree with all of the works listed. The references selected

are not intended to be a complete listing; in most instances, they represent recent work and, as a group, describe the current state of knowledge concerning BE speaking children and reading.

The following abbreviations are used throughout this publication.

BE (Black English)

NSE (Nonstandard English)

SE (Standard English)

SES (Socioeconomic Status)

Ss (Subjects)

Included at the end of this bibliography are a listing of phonological and syntactical differences between BE and SE and a list of books which will be helpful to teachers of BE speaking children.

Part 1

The Role of Dialect Interference in Language and Reading Tasks

Since reading is directly related to language, many researchers have sought an answer to the question of whether the reading failure evident among many black, lower SES children is largely a result of dialect interference. The syntactical and phonological differences between the dialect of many black children (BE) and the dialect used in the schools (SE) are believed by some to interfere with the ability to learn to read SE. Kenneth R. Johnson* explained how interference affects the child in his learning task. "Interference is the tendency of individuals learning a new language to impose the sounds and structures of their native tongue on the unfamiliar sounds and structures they are trying to master."

A vast number of studies have been conducted to determine whether dialect interference results when black children perform certain language and reading tasks—imitation, listening comprehension, oral reading, oral reading comprehension, and silent reading comprehension. In general, results have been contradictory, probably due, in part, to differences in subjects (Ss) tested (age, SES, race) and to differences in testing procedures and goals (whether Ss were screened to determine their primary dialect, the dialect(s) in which the tasks were presented, the specific features of BE studied, and the task required).

Research has shown that BE speaking children often translate into their own dialect parts of what they read aloud. The important question, still unanswered, is whether this translation negatively affects comprehension of SE materials.

*Johnson, Kenneth R. "Pedagogical Problems of Using Second Language Techniques for Teaching Standard English to Speakers of Nonstandard Negro Dialect," *Florida FL Reporter*, 7 (Spring/Fall 1969), 78-80, 154.

Numerous studies report that BE speaking children are bidialectal, their use of SE increases with age, and they use SE in classroom situations. A few studies have examined the influence of vocabulary knowledge and nonstandard orthography on the acquisition of reading among lower SES black children, but the evidence is scanty and inconclusive. Educational alternatives are discussed in Part 5 of this bibliography.

1. **Ames, Wilbur S., Carl L. Rosen, and Arthur V. Olson.** "The Effects of Nonstandard Dialect in the Oral Reading Behavior of Fourth Grade Black Children," in Carl Braun (Ed.), *Language, Reading, and the Communication Process*. Newark, Delaware: International Reading Association, 1971, 63-70.
Reports dialect-based responses for selected linguistic features when black, lower SES fourth graders read SE sentences orally.
2. **Baratz, Joan C.** "A Bi-Dialectal Task for Determining Language Proficiency in Economically Disadvantaged Children," *Child Development*, 40 (December 1969), 889-901.
Examines the performance of black, innercity and white, lower middle-class, suburban third and fifth graders on a sentence repetition task with equivalent forms in SE and BE. Black children performed significantly better on the BE form and white children performed significantly better on the SE form. Baratz concluded that black children evidence interference from BE when they attempt to use SE. She recommends dialect-based texts for beginning reading instruction (see 99).
3. **Bartel, Nettie R., and Judith Axelrod.** "Nonstandard English Usage and Reading Ability in Black Junior High Students," *Exceptional Children*, 39 (May 1973), 653-655.
Reports a significant relationship between the number of nonstandard features in black junior high students' spoken language and their level of reading ability. Supports the view that interference of NSE is a factor related to the reading failure experienced by many black, innercity, lower SES students.
4. **Cagney, Margaret A.** "Children's Ability to Understand Standard English and Black Dialect," *Reading Teacher*, 30 (March 1977), 607-610.
Examines performance of BE speaking kindergarten and first grade children on a listening comprehension task presented in SE and BE, using three types of comprehension questions (literal, evaluative, and inferential). Results indicated that first graders performed better on literal and evaluative questions on SE task but better on inferential questions on BE task. Kindergarteners performed better on all three types of questions on SE task.

5. **Cohen, S. Alan, and Gita S. Kornfeld.** "Oral Vocabulary and Beginning Reading in Disadvantaged Black Children," *Reading Teacher*, 24 (October 1970), 33-38.

Analysis of functional vocabulary of black, lower SES, urban kindergarteners indicated that these Ss had at least 79 percent of vocabulary in basal readers. Suggests conceptual vocabulary of lower SES black children is not a cause of reading retardation.

6. **Copple, Carol E., and George J. Suci.** "The Comparative Ease of Processing Standard English and Black Nonstandard English by Lower-Class Black Children," *Child Development*, 45 (December 1974), 1048-1053.

Reports that BE speaking, lower SES five- and seven-year-olds performed better completing sentences in SE than in BE.

7. **Gay, Judy, and Ryan D. Tweney.** "Comprehension and Production of Standard and Black English by Lower-Class Black Children," *Developmental Psychology*, 12 (May 1976), 262-268.

Lower-class black kindergarten, third, and sixth graders were administered a comprehension task utilizing contrasting grammatical characteristics in BE and SE and a production task in which subjects were asked to spontaneously produce sentences when shown stimulus pictures. Results indicated that the comprehension of contrasts in BE and SE decreased significantly with age and that black subjects code-switched.

8. **Genshaft, Judy L., and Michael Hirt.** "Language Differences between Black Children and White Children," *Developmental Psychology*, 10 (May 1974), 451-456.

Reports that groups of black and white children, matched for social class and nonverbal intelligence, performed equally well on SE free-recall situation task, but that black children performed significantly better than white children on the BE task.

9. **Hall, Vernon C., and Ralph R. Turner.** "The Validity of the 'Different Language Explanation' for Poor Scholastic Performance by Black Students," *Review of Educational Research*, 44 (Winter 1974), 69-81.

Concludes there is no definitive evidence that NSE seriously hinders comprehension of SE. Authors suggest that NSE speakers automatically translate SE into their dialect and recommend integrated schools where NSE speakers can learn SE from exposure to SE.

10. **Harber, Jean R.** "Influence of Presentation Dialect and Orthographic Form on Reading Performance of Black, Innercity Children," *Educational Research Quarterly*, 2 (Summer 1977), 9-16.

Reports that BE speaking, innercity third and fifth graders scored

significantly higher on oral reading and oral reading comprehension tasks presented in BE standard orthography than on equivalent tasks presented in SE. Subjects scored significantly lower on reading tasks presented in BE nonstandard orthography than on equivalent SE tasks. Concludes there is some support for use of dialect materials (see Part 5).

11. Harber, Jean R., and Diane N. Bryen. "Black English and the Task of Reading," *Review of Educational Research*, 46 (Summer 1976), 387-435.

Reviews current state of knowledge and concludes that the relationship between the language characteristics of black children and reading performance remains unclear.

12. Hockman, Carol H. "Black Dialect Reading Tests in the Urban Elementary School," *Reading Teacher*, 26 (March 1973), 581-583. Examines effect of dialect of presentation (SE and BE) on silent reading comprehension of black and white children in third, fourth, and fifth grades. Results indicated that dialect of presentation had no significant effect on test scores.

13. Kachuck, Beatrice Levy. "Dialect in the Language of Innercity Children," *Elementary School Journal*, 76 (November 1975), 105-112.

Analysis of spontaneous speech of a representative sample of black, innercity first graders indicated that Ss used a diversity of familiar words in appropriate grammatical forms, though some dialect features were evident. The author suggests that children sometimes recode SE structures into their dialect equivalent. She finds no support for the general use of dialect readers for beginning reading instruction.

14. Levy, Beatrice, K. "The Oral Language of First Graders Compared to the Language of Beginning Reading Texts," in Bernice E. Cullinan (Ed.), *Black Dialects and Reading*. Urbana, Illinois: National Council of Teachers of English, 1974, 29-40.

When comparing the language of black, lower SES, urban first graders with language of three preprimers, author found that preprimers generally did not use words which seemed most familiar to the children and that sentences in books lacked some of the children's syntactic structures and were shorter and different from children's usual utterances. Concludes language of these children is adequate for reading instruction.

15. Liu, Stella S.F. "An Investigation of Oral Reading Miscues Made by Nonstandard Dialect Speaking Black Children," *Reading Research Quarterly*, 11 (Winter 1975-1976), 193-197 (abstract).

Analysis of reading miscues made by black second and third graders reading SE and BE texts provides no support for the assumption that reading failure of many black children is primarily due to structural differences between SE and BE.

16. **Marwit, Samuel J., and Gail Neumann.** "Black and White Children's Comprehension of Standard and Nonstandard English Passages," *Journal of Educational Psychology*, 66 (June 1974), 329-332.

Investigates relationship among reading test format (SE and NSE), examiner race, and testee race using both black and white second graders as Ss. Their results indicated that both black and white Ss scored higher on SE form of the test than on NSE form. Overall, white Ss scored higher than black Ss on both forms; black Ss performed as well as white Ss under the white examiner on SE condition only. Authors suggest Ss were familiar with SE as the expected and accepted language of the classroom and distrusted BE in a setting where it was rarely (if ever) used and almost never rewarded. They conclude linguistic interference is not responsible for reading difficulties.

17. **McPhail, Irving P.** "Teaching Black Children to Read: A Review of Psycho- and Sociolinguistic Theories and Models." ED 103 819, 1974.

Discusses developmental and psycholinguistic theories of language acquisition as related to reading acquisition. States that question of dialect interference is unresolved, that allowing dialect renderings of SE materials is appropriate (see Part 5), and that teachers must recognize dialect features.

18. **Melmed, Paul J.** *Black English Phonology: The Question of Reading Interference.* Berkeley: Language-Behavior Research Laboratory, University of California, 1971.

When dialect-loaded tests consisting of minimal SE word pairs which may be heard as homonyms in BE were given to lower SES, black third graders, significant differences were found in auditory discrimination and BE phonology usage, but no significant differences were found in oral or silent reading comprehension. Recommends phonological drills and concept and vocabulary development.

19. **Nolen, Patricia S.** "Reading Nonstandard Dialect Materials: A Study at Grades Two and Four," *Child Development*, 43 (September 1972), 1092-1097.

Reports no evidence of dialect interference among black, lower SES, second and fourth graders on silent reading comprehension tasks presented in SE and NSE.

20. **Osser, Harry, Marilyn D. Wang, and Farida Zaid.** "The Young Child's Ability to Imitate and Comprehend Speech: A

Comparison of Two Subcultural Groups," *Child Development*, 40 (December 1969), 1063-1076.

Reports that lower income black preschoolers repeated sentences with a significantly greater number of errors than the middle income white children, even when results were adjusted to account for dialect differences. Similar results were reported for comprehension.

21. **Politzer, Richard L., Mary R. Hoover, and Dwight Brown.** "A Test of Proficiency in Black Standard and Nonstandard Speech," *TESOL Quarterly*, 8 (March 1974), 27-35.

Correlated scores obtained by black kindergarten children on authors' sentence repetition task (BE and SE forms) with scores on Stanford Achievement Test (SAT) and found no significant correlation between scores on the BE repetition task and scores on SAT. Scores on SE repetition task correlated significantly with scores on SAT. Scores of Ss who did better on the BE form of repetition task than on SE form correlated negatively with SAT scores. They suggest that "learning of standard English (rather than 'unlearning' of nonstandard) is one of the possible approaches to the reading problem of those black children who are predominantly nonstandard speakers."

22. **Ramer, Andrya L.H., and Norma S. Rees.** "Selected Aspects of the Development of English Morphology in Black American Children of Low Socioeconomic Background," *Journal of Speech and Hearing Research*, 16 (December 1973), 569-577.

Administered a modified version of Berko Test to black Head Start children, fifth, and eighth graders. Results indicated Ss knew and used morphological rules of BE and SE. As children get older, they demonstrate increased use of SE but continue to use BE.

23. **Ramsey, Imogene.** "A Comparison of First Grade Negro Dialect Speakers' Comprehension of Standard English and Negro Dialect," *Elementary English*, 49 (May 1972), 688-696.

Examines performance of Negro dialect speaking first graders on a listening comprehension task presented in SE and Negro dialect and found that dialect of presentation made no difference in responses to literal questions. In retelling stories, Ss who heard SE version made significantly larger number of accurate literal statements than Ss who heard Negro dialect version. No such difference was found for interpretative statements. Does not support contention that Negro dialect reading materials be developed.

24. **Rosen, Carl L., and Wilbur S. Ames.** "Influence of Nonstandard Dialect on the Oral Reading Behavior of Fourth Grade Black Children Under Two Stimuli Conditions," in J. Allen Figurel (Ed.), *Better Reading in Urban Schools*. Newark, Delaware: International Reading Association, 1972, 45-55.

Investigates the oral reading performance of SE prose among black,

lower SES fourth graders and reports dialect-based responses for selected linguistic features. Recommends teachers respect and understand black dialect.

25. **Simons, Herbert D.** "Black Dialect Phonology and Word Recognition," *Journal of Educational Research*, 68 (October 1974), 67-70.

Reports that black second, third, and fourth graders did not perform better on the recognition of words which are spelled closer to their BE pronunciations (e.g., deaf) than words with more divergent spellings (e.g., death).

26. **Simons, Herbert D., and Kenneth R. Johnson.** "Black English Syntax and Reading Interference," *Research in the Teaching of English*, 8 (Winter 1974), 339-358.

Reports that BE speaking second and third graders read aloud and comprehended SE talking animal stories as well as they read and comprehended the BE versions of these stories. They found no support for use of dialect texts (see Part 5).

27. **Stephens, M. Irene.** "Elicited Imitation of Selected Features of Two American English Dialects in Head Start Children," *Journal of Speech and Hearing Research*, 19 (September 1976), 493-508.

While black Head Start children performed better on BE version of sentence repetition task and white children performed better on SE version, black children did exhibit imitative facility with SE. Comprehension scores were high for all children.

28. **Weber, Rose-Marie.** "Dialect Differences in Oral Reading: An Analysis of Errors," in James L. Laffey and Roger Shuy (Eds.), *Language Differences: Do They Interfere?* Newark, Delaware: International Reading Association, 1973, 47-69.

Found that many of the reading miscues made by BE speaking first graders are dialect based, suggesting that some interference from native dialect occurs in oral reading. Suggests that teachers must recognize and understand translation behavior.

Part 2

Influence of Other Factors on Reading Performance

In addition to language differences and teacher attitudes, a variety of factors contribute to reading difficulties among black, lower SES children: intellectual ability, environment, perceptual abilities, self-concept, classroom behavior, social stigma, and perceived lack of opportunities in the SE speaking world.

Numerous studies show black children, preschool through college, as a group score lower on intelligence measures than white children. Investigators have attempted to ascertain if this disparity exists in very young black children or if it develops later as a result of environmental influences. Several studies report that black and white children develop similarly up to at least two years of age, but sometime between two and three, black, lower SES children fall behind and the deficit becomes cumulative. The validity of intelligence tests used with very young children is uncertain and must be considered in analyzing the above data. However, recent research indicates that black, lower SES children can perform on conceptual tasks as well as middle-class children after receiving appropriate training.

These findings suggest that children's intellectual development is negatively affected by their environment. A disproportionate number of black, lower SES babies have a low birth weight, usually caused by poor nutrition and inadequate health care of the mother. Infants with low birth weight are likely to develop mental and motor handicaps. Inadequate verbal and cognitive stimulation, disorganized lifestyle, crowding, and father absence (commonly associated with lower SES) are other environmental factors that contribute to depressed verbal and intellectual growth. Because of the difficulty involved in controlling variables and a lack of precise

measuring devices, however, it is almost impossible to determine the extent of the influence of these factors.

Poor self-concept also complicates the task of learning to read among BE speaking children and may lead to maladaptive classroom behavior. This poor self-concept is often caused by real or perceived views that BE is inferior and that BE speakers have limited opportunities in the SE speaking world.

Recommendations of strategies addressed to remedying these problems are discussed in Part 6.

Intellectual Ability

29. **Bayley, Nancy.** "Comparisons of Mental and Motor Test Scores for Ages 1-15 Months by Sex, Birth Order, Race, Geographical Location, and Education of Parents," *Child Development*, 36 (June 1965), 379-411.

Found no difference in mental development between black and white infants from a variety of SES levels and a tendency for blacks to be more advanced in motor behavior. Concludes that "within normal limits, status in first year of life is a poor indicator of later mental and motor functioning" (p. 409).

30. **Golden, Mark, Beverly Birns, Wagner Bridger, and Abigail Moss.** "Social Class Differentiation in Cognitive Development among Black, Preschool Children," *Child Development*, 42 (March 1971), 37-45.

Found 23-point mean IQ difference on Stanford-Binet between three-year-old black children from welfare families and black, middle-class children. Suggests that by third year, children's cognitive development is affected by intellectual, verbal, and educational level of parents.

31. **Grimmett, Sadie A.** "Black and White Children's Free Recall of Unorganized and Organized Lists: Jensen's Level I and Level II," *Journal of Negro Education*, 44 (Winter 1975), 24-33.

Reviews literature on contradictory evidence of performance of black children on Level I (rote) and Level II (conceptual) tasks. Reports on study in which both black and white, lower SES first graders were given free recall tasks of unorganized (Level I) and organized (Level II) word lists. Both groups of children performed significantly better on Level II task than on Level I task. Suggests that, by first grade, learning proficiency is equivalent for blacks and whites.

32. **Moreno, Joseph M., and John D. Hogan.** "The Influence of Race and Social Class Level on the Training of Creative Thinking and Problem Solving Abilities," *Journal of Educational Research*, 70 (November 1976), 91-95.

Both black and white fifth and sixth graders from a variety of SES levels performed comparably on a creative thinking test after exposure to a program which taught discovery and formulation of problems, organization and use of information, and generation and evaluation of ideas.

33. **Olim, Ellis G.** "Maternal Language Styles and Children's Cognitive Behavior," *Journal of Special Education*, 4 (Winter 1970), 53-68. Analyzed language samples of urban, black mothers from four SES levels, as well as language they used to teach their children a sorting task. Lowest SES mothers scored the lowest and their abstract language, or lack of it, related to child's sorting performance. Recommends expanded linguistic environment in the critical years of cognitive development.
34. **Scrofani, Philip J., Antanas Suziedelis, and Milton F. Shore.** "Conceptual Ability in Black and White Children of Different Social Classes: An Experimental Test of Jensen's Hypothesis," *American Journal of Orthopsychiatry*, 43 (July 1973), 541-553. Despite large differences in IQ between SES groups, found that black and white, lower SES fourth graders who were trained for a Level II free recall task performed as well as trained middle-class students; untrained lower SES children scored significantly below untrained middle-class children.
35. **Shuey, Audrey M.** *The Testing of Negro Intelligence* (second edition). New York: Social Science Press, 1966. Reviews 382 studies covering 50 years and states that blacks, preschool through college, consistently score below whites on intelligence measures. At the preschool level, blacks score an average of almost 12 points below white children. Concludes there are native differences between blacks and whites.
36. **Wachs, Theodore D., Ina C. Uzgis, and J. McV. Hunt.** "Cognitive Development in Infants of Different Age Levels and from Different Environmental Backgrounds: An Exploratory Investigation," *Merrill-Palmer Quarterly*, 17 (October 1971), 283-317. Found intellectual deficiencies among black and white, lower SES infants as early as seven months and increasing after eighteen months. Investigation of home environments revealed intensity of stimulation, variety of change, and opportunity to hear vocal signs for specific objects, actions, and relationships related to infants' psycholinguistic behavior.

Environment

37. **Birch, Herbert G., and Joan Dye Gussow.** *Disadvantaged*

Children, Health, Nutrition, and School Failure. New York: Harcourt Brace Jovanovich, 1970.

Review of the literature reveals negative effects of poor health, birth handicaps, malnutrition, illness, and lack of medical care among disadvantaged. Concludes heritability of intelligence and learning capacity cannot be studied until environments are equalized.

38. **Bradley, Robert H., and Bettie M. Caldwell.** "The Relation of Infants' Home Environments to Mental Test Performance at Fifty-Four Months: A Follow-Up Study," *Child Development*, 47 (December 1976), 1172-1174.

In a follow-up study with both black and white, lower- and middle-class Ss, found the following environmental factors correlated with Stanford-Binet scores at 54 months: mother's emotional and verbal responses, appropriate play materials, and maternal involvement with child. Concludes that quality of stimulation in early years directly affects cognitive ability.

39. **Cherry, Flora F., and Ethel L. Eaton.** "Physical and Cognitive Development in Children of Low-Income Mothers Working in the Child's Early Years," *Child Development*, 48 (March 1977), 158-166.

Ss in study were black, lower SES children of both working and nonworking mothers. Working mothers had fewer children (i.e. less crowded households) than nonworking mothers. Four year study showed children of working mothers scored higher on language, IQ, and reading measures and had higher height and weight measures than children of nonworking mothers. Performance of entire group, however, was under par. Recommends well run day care centers and parenting education.

40. **Cravioto, Joaquin, and Elsa R. DeLicardie.** "Environmental and Learning Deprivation in Children with Learning Disabilities," in William R. Cruickshank and Daniel P. Hallahan (Eds.), *Perceptual and Learning Disabilities in Children, Volume 2, Research and Theory.* Syracuse, New York: Syracuse University Press, 1975, 3-102.

Reviews the literature and states that pressing basic needs of life facing lower SES parents often preclude them from helping their infants and preschool children explore and manipulate their environments and discover auditory, visual, and tactile stimuli. Suggests need to discover factors relevant to cognitive tasks and develop appropriate instructional methods.

41. **Greenberg, Judith W., and Helen H. Davidson.** "Home Background and School Achievement of Black, Urban Ghetto Children," *American Journal of Orthopsychiatry*, 42 (October 1972), 803-810.

Interviewed lower SES parents of high achievers (grade level or above) and low achievers (at least two years below grade level) and found high achievers were more structured at home, had higher person/room ratio, and more books. Their parents used less punishment, had more respect and concern for the education of their children, offered more responses, and evidenced broader social concerns. Father absence, working mother, number of siblings, number of schools attended, and preschool experience had no apparent effect on achievement.

42. Kellam, Sheppard G., and Sheldon K. Schiff. "Effects of Family Life on Children's Adaptation to First Grade," *American Journal of Orthopsychiatry*, 39 (March 1969), 276-278.

Periodic teacher ratings of first graders in black area revealed 70 percent maladapt to the role of student and if there is no intervention, the same 70 percent continue to fail and possibly develop emotional disturbances. These children tend to come from low SES, one parent families, have mothers with mental health problems and low expectations, and were born prematurely.

43. Sciara, Frank J., and Richard K. Jancz. "Father Absence and Its Apparent Effect on the Reading Achievement of Black Children from Low Income Families," *Journal of Negro Education*, 43 (Spring 1974), 221-227.

Found 28 percent of black, urban fourth graders from Model Cities schools were from father-absent homes. Children from father-present homes had higher mean reading scores on Metropolitan Achievement Test than children from father-absent homes.

Perceptual Deficiencies

44. Adler, Sol. "Articulation Deviances and Social Class Membership," *Journal of Learning Disabilities*, 6 (December 1973), 650-654.

Found lower SES children had more articulation errors and greater number of word part omissions and substitutions in all positions on Templin-Darley Articulation Test than middle-class children. Suggests that culture fair tests are needed and that articulation errors should not be confused with auditory difficulty.

45. Gottesman, Ruth L. "Auditory Discrimination Ability in Negro Dialect-Speaking Children," *Journal of Learning Disabilities*, 5 (February 1972), 94-101.

Found that SE speaking, black first graders scored significantly higher than black dialect speaking first graders in an auditory discrimination test employing word pairs pronounced as homonyms in black dialect. With words contrasted by both groups, there were no significant differences. Suggests black dialect speaking children do

not have auditory deficiencies, but use pronunciation which is different from SE speaking children.

46. **Wepman, Joseph M.** "Auditory Perception and Imperception," in William R. Cruickshank and Daniel P. Hallahan (Eds.), *Perceptual and Learning Disabilities in Children, Volume 2, Research and Theory*. Syracuse, New York: Syracuse University Press, 1975, 259-298.

States that, although disadvantaged environment and lack of verbal stimulation may inhibit acquisition of speech and language, adequate speech and language development can occur up to three and one-half years of age. Recommends appropriate auditory input at early age to enhance cognitive development necessary for beginning reading.

47. **Yoder, David E.** "Some Viewpoints of the Speech, Hearing, and Language Clinician," in Frederick Williams (Ed.), *Language and Poverty, Perspectives on a Theme*. Chicago: Rand McNally College Publishing, 1970, 400-415.

Reviews the literature and concludes there is no definitive evidence that disadvantaged children have a higher incidence of articulation difficulties, stuttering, cleft palate, cerebral palsy, mental retardation, brain damage, total deafness, or milder auditory problems. Recommends need to define language deficiency and to develop auditory discrimination tests which are not biased toward a particular language or dialect.

Self-Concept and Classroom Behavior

48. **Hallahan, Daniel P.** "Cognitive Styles—Preschool Implications for the Disadvantaged," *Journal of Learning Disabilities*, 3 (January 1970), 4-9.

Reviews the literature which indicates that economically disadvantaged children are impulsive, hyperactive, less accurate, and have shorter attention spans than more advantaged children. Recommends a preschool program characterized by reduced environmental stimuli and space, structure and increased emphasis on stimulus value of teaching materials.

49. **Samuels, Shirley C.** "An Investigation into the Self-Concepts of Lower- and Middle-Class Black and White Kindergarten Children," *Journal of Negro Education*, 42 (Fall 1973), 467-472.

Found no significant differences between races within SES groups when self-concept tests were administered to both black and white, lower- and middle-class kindergarten children. Black, middle-class children scored significantly higher on tests than did black, lower-class children. Self-concept decreased with increased siblings and increased with the mother's church and community involvement.

50. **Shore, Milton F., Norman A. Milgram, and Charlotte Malasky.** "The Effectiveness of an Enrichment Program for Disadvantaged Young Children," *American Journal of Orthopsychiatry*, 41 (April 1971), 442-449.

Compared mostly black, lower SES children in a first grade Follow Through program with a regular first grade class on feelings of powerlessness and helplessness. Found that Follow Through group, which had scored comparably with the regular group in the fall, scored significantly higher in the spring. Recommends development of inner control in intervention program.

51. **Taylor, Ronald L.** "Psychosocial Development among Black Children and Youth: A Reexamination," *American Journal of Orthopsychiatry*, 46 (January 1976), 4-11.

Reviews the literature on the nature and meaning of black self-concept and suggests many assumptions and conclusions are based on weak empirical data. Recent evidence suggests that black youths have freedom to choose between different role models for their personal development.

Limited Opportunities

52. **Herrick, Michael J.** "Disabled or Disadvantaged: What's the Difference?" *Journal of Special Education*, 7 (Winter 1973), 381-386.

States that disadvantage among black, brown, red, or white children in the form of early severe socioeconomic deprivation or linguistic differences results in learning disabilities and disruptive social behavior, just as brain dysfunction does among normal white children. Suggests that cultural or language enrichment will not help the disadvantaged, but that a new form of compensatory education must be devised. Concludes that all disadvantaged children are the concern of special education. Six responses which follow this discussion (387-421) center on the question of whether the disadvantaged and the learning disabled are synonymous.

53. **Richards, Jack C.** "Some Social Aspects of Language Learning," *TESOL Quarterly*, 6 (September 1972), 243-254.

Suggests that poor reading achievement evident among many black, lower SES children is related to the fact that these children do not see society affording them opportunities in which SE is operable.

54. **Torrey, Jane W.** "Illiteracy in the Ghetto," *Harvard Educational Review*, 40 (May 1970), 253-259.

The main impact of Afro-American dialect on education has not been its structural differences from SE, nor its relative intrinsic usefulness

as a medium of thought, but its function as a low status stigma and its association with a rejected culture.

55. **Vick, Marian L.** "Relevant Content for the Black Elementary School Pupil," in Jerry L. Johns (Ed.), *Literacy for Diverse Learners: Promoting Reading Growth at All Levels*. Newark, Delaware: International Reading Association, 1973, 14-22.

Reviews the literature on relevant content for black elementary school children and concludes that content is relevant if it builds self-concept, helps children face real life, and depicts black people from all levels of life as respectable, contributing human beings. States that many current instructional materials use interracial, realistic themes and illustrations, and authentic, regional vernacular.

Part 3

Teacher Attitudes and the Black English Speaking Child

Research on language attitudes indicates that teachers react negatively toward students who speak a different dialect. Teachers tend to rate BE speaking students as lower class, less intelligent, and less able to do well academically than SE speaking students. Furthermore, there is evidence that teachers do not accurately perceive the anxieties black, lower SES children have about home and school. These attitudes foster negative attitudes in the dialect speaker toward himself and his language.

There is some empirical evidence to suggest that black, lower SES children perform better when tested by a black examiner than by a white examiner. Research has not conclusively supported the view that black teachers are more effective with black children and white teachers with white children.

To improve the self-image and academic achievement among black, lower SES children, teachers need to be trained to expect more from them, to judge their capabilities independent of race and SES, and to understand and respect their dialect and cultural background.

56. Blodgett, Elizabeth G., and Eugene B. Cooper. "Attitudes of Elementary Teachers toward Black Dialect," *Journal of Communication Disorders*, 6 (June 1973), 121-133.

Results from questionnaire administered to both white and black teachers of elementary school children indicate that dialect speaking children were viewed as less intelligent than SE speaking children by 53 percent of white and 26 percent of black teachers. Seventy-nine percent of white and 37 percent of black teachers felt that language subjects seem to be more difficult for BE speaking children than for

SE speaking children. Concludes there is a need for teacher training programs with respect to black dialect and special language programs for dialect speaking children.

57. **Coates, Brian.** "White Adult Behavior toward Black and White Children," *Child Development*, 43 (March 1972), 143-154.

Found male undergraduates used more negative verbal statements in a discrimination training task with black nine-year-olds than with white nine-year-olds. Both males and females viewed black children more negatively than white children in trait ratings.

58. **Cooper, Harris M., Reuben M. Baron, and Charles A. Love.** "The Importance of Race and Social Class Information in the Formation of Expectancies about Academic Performance," *Journal of Educational Psychology*, 67 (April 1975), 312-319.

College psychology and elementary education students reacted to descriptions of both black and white, lower SES and middle-class children. Results showed they expected lower SES children to do less well than middle-class children and black, lower SES children to be responsible for their failure.

59. **Crowl, Thomas K., and Walter H. MacGinitie.** "The Influence of Students' Speech Characteristics on Teachers' Evaluations of Oral Answers," *Journal of Educational Psychology*, 66 (June 1974), 304-308.

Audiotaped black and white, ninth grade boys speaking identically worded answers to typical school questions and presented recorded answers to white experienced teachers. Teachers assigned significantly higher grades to answers when spoken by white students than when spoken by black students. Teachers most susceptible to vocal stereotyping could not be differentiated on the basis of sex, age, number of years of teaching experience, most frequently taught grade, or percentage of black students most frequently taught.

60. **Cunningham, Patricia M.** "Teachers' Correction Responses to Black Dialect Miscues Which Are Non-Meaning-Changing," *Reading Research Quarterly*, 12 (Summer 1977), 637-653.

Results of questionnaire indicated that teachers respond differentially to dialect specific non-meaning-changing miscues and nondialect specific non-meaning-changing miscues. Seventy-eight percent of the teachers indicated they would correct dialect miscues but only 27 percent indicated they would correct nondialect miscues. Bases for correction were meaning change and grammatical acceptability. Recommends teacher training which stresses meaning equivalence between SE and black dialect and grammatical nature of black dialect.

61. **DiGiulio, Robert C.** "Measuring Teacher Attitudes toward Black English: A Pilot Project," *Florida FL Reporter*, 11 (Spring/Fall 1973), 25-26, 49.

Found that elementary school teachers felt that the spoken use of BE in the classroom should be discouraged by the teacher, but not prohibited.

62. **Ford, James F.** "Language Attitude Studies: A Review of Selected Research," *Florida FL Reporter*, Spring/Fall 1974, 53-54, 100.

Reviews language attitude research and concludes that many teachers and prospective teachers have negative attitudes toward certain varieties of nonstandard language. Some of the information needed to resolve the educational problems of linguistically and culturally different learners may well lie in the realm of teachers' attitudes toward linguistic and cultural differences.

63. **Freijo, Tom, and Richard M. Jaeger.** "Social Class and Race as Concomitants of Composite Halo in Teachers' Evaluative Rating of Pupils," *American Educational Research Journal*, 13 (Winter 1976), 1-14.

Both black and white teachers evaluated behavior of black students and white students from several SES levels. Found teachers' ratings of high SES students showed less "composite halo" (tendency to view individuals holistically, rather than making separate judgments of different dimensions) than ratings of lower SES students. SES had greater effect on composite halo ratings than race of students or teachers.

64. **Goodman, Kenneth S., with Catherine Buck.** "Dialect Barriers to Reading Comprehension Revisited," *Reading Teacher*, 27 (October 1973), 6-12.

Found less proficient readers showed more dialect involvement than more proficient readers, but also showed control over SE. Suggests dialect differences can be minimized if divergent speakers use language, receptively and productively, and teachers accept dialect-based miscues. Solution to the reading problems of divergent speakers is in changing attitudes of teachers and writers of instructional materials toward students' language.

65. **Gantt, Walter N., Robert M. Wilson, and C. Mitchell Dayton.** "An Initial Investigation of the Relationship between Syntactical Divergency and the Listening Comprehension of Black Children," *Reading Research Quarterly*, 10 (Winter 1974-1975), 193-211.

In a study of language and of listening comprehension of Title I and non-Title I, black, third graders, found black examiner and black peers elicited significantly more words from Title I children than white examiner did. Black examiner elicited significantly more

divergent English syntactical characters than either white examiner or black peers. There was no difference for the non-Title I group by type of examiner. Concludes race of teacher, teaching style, and SES of students may affect achievement more than dialect divergency.

66. **Hawkes, Thomas H., and Norma F. Furst.** "An Investigation of the (MIS) Conceptions of Pre- and Inservice Teachers as to the Manifestation of Anxiety in Upper Elementary School Children from Different Racial-Socioeconomic Backgrounds," *Psychology in the Schools*, 10 (January 1973), 23-32.

Compared responses of upper elementary school, black, urban and white, middle-class children on anxiety questionnaire with responses of teachers and education students. Found teachers did not perceive children's anxieties as children did and held a stereotype that, because of hazardous environment, innercity children have no anxieties, are not worried about school, and are not concerned about getting ahead. Children's responses indicated anxieties in most categories.

67. **Henderson, Edmund H., and Barbara H. Long.** "Academic Expectancies of Black and White Teachers for Black and White First Graders," in *Proceedings of the 81st Annual Convention of the American Psychological Association*, Montreal, Canada, 8 (1973), 687-688.

Investigated academic expectancies of both black and white teachers who rated stimulus children on the probability of learning to read in first grade. Concluded that expectancies of teachers have complex determinants of which racial bias plays a part.

68. **Jensen, Mary, and Lawrence B. Rosenfeld.** "Influence of Mode of Presentation, Ethnicity, and Social Class on Teachers' Evaluations of Students," *Journal of Educational Psychology*, 66 (August 1974), 540-547.

Found teachers rated urban, lower SES and middle-class, junior and senior high school Anglo, black, and Chicano students differently, socially and academically, after exposure to videotapes (visual, auditory, or auditory-visual modes). Anglos were rated most favorably, middle-class Anglos and blacks more favorably than lower SES Anglos and blacks; there was no class difference in ratings of Chicanos. Teachers discriminated less with visual mode than with auditory or auditory-visual modes.

69. **Johnson, Kenneth R.** "Teachers' Attitudes toward the Nonstandard Dialect—Let's Change It," *Elementary English*, 47 (February 1974), 176-184.

Suggests that educators' negative attitudes toward NSE may foster negative attitudes in the NSE speaker toward himself and his language.

70. **Lamberg, Walter J., and Joseph L. McCaleb.** "Performance by Prospective Teachers in Distinguishing Dialect Features and Miscues Unrelated to Dialect," *Journal of Reading*, 20 (April 1977), 581-584.

Investigated prospective teachers' abilities to identify dialect and nondialect miscues and found that they were more accurate in identifying dialect-based miscues. Suggests that teachers be taught to identify dialect features with a high degree of accuracy so that they can knowledgeably and consistently disregard them in assessment and teaching.

71. **Murnane, Richard J.** *The Impact of School Resources on the Learning of Inner City Children*. Cambridge, Massachusetts: Ballinger, 1975.

Concludes (from a study of the relationship between school resources and cognitive achievement among black, innercity school children) that black teachers, male teachers, and teachers with several years of experience are more effective than other teachers with innercity children. Suggests that schools base policy decisions on this conclusion, as well as on others in the study; for example, teachers have a critical impact on student achievement, and rate of student turnover negatively affects reading achievement.

72. **Naremore, Rita C.** "Teachers' Judgments of Children's Speech: A Factor Analytic Study of Attitudes," *Speech Monographs*, 38 (March 1971), 17-27.

Regardless of SES, white teachers consistently rated white children linguistically better than black children; black teachers were not consistent in responses. Black teachers were more concerned with global aspects of language, while white teachers focused on details of sentence structure.

73. **Rist, Ray C.** "Students' Social Class and Teacher Expectations: The Self-Fulfilling Prophecy in Ghetto Education," *Harvard Educational Review*, 40 (August 1970), 411-451.

Observed black, urban, kindergarten and first and second grade children and found class groups were not formed according to test results; interaction patterns were caste-like; and academic work for school year was not completed. Concluded teacher expectations are related to behavioral and attitudinal characteristics of children and to SES factors. Fast children were taught well; others were not.

74. **Rosenthal, Robert, Stephen S. Baratz, and Clay M. Hall.** "Teacher Behavior, Teacher Expectations, and Gains in Pupils' Rated Creativity," *Journal of Genetic Psychology*, 124 (March 1974), 115-121.

One-fifth of the children at each grade level in a mostly black, urban elementary school were designated to teachers as the children

expected to make unusual gains in creativity; in reality, children were chosen randomly. Only fifth graders showed improvement in creativity and IQ. The greatest gains were made by children taught by teachers who were motivated, child-centered, professional, and encouraging. Teachers were more negative toward students they were told would achieve the most, than toward other students. Concludes that student race affects ways teachers treat children.

75. **Sattler, Jerome.** "Racial 'Experimenter Effects' in Experimentation, Testing, Interviewing, and Psychotherapy," *Psychological Bulletin*, 73 (February 1970), 137-160.

Concludes from a review of the literature that experimenter race influences Ss, although extent and nature of influence depends on task content, instructional set, reinforcement conditions, Ss variables, and geographical location of study. Black experimenters obtain better performance with black children than do white experimenters, especially on cognitive tasks.

76. **Seligman, C.R., R.G. Tucker, and W.E. Lambert.** "The Effects of Speech Style and Other Attributes in Teachers' Attitudes toward Pupils," *Language in Society*, 1 (April 1972), 131-142.

Presented photographs, speech samples, drawings, and compositions of male, working- and upper-class third graders to student teachers, who were asked to form subjective impressions of pupils and evaluate them on various characteristics, using semantic differential scale. Results indicated that speech samples and photograph clues significantly affected judgments of children's intelligence and personal characteristics.

77. **Sheehan, Daniel S., and Mary M. Marcus.** "The Effects of Teacher Race and Student Race on Vocabulary and Mathematics Achievement," *Journal of Educational Research*, 70 (January 1977), 123-126.

Evaluated first grade vocabulary and mathematics achievement of both black and white students taught by black and white teachers and found no indication that black teachers are more effective with black students, nor white teachers with white students.

78. **Shuy, Roger W., and Frederick Williams.** "Stereotyped Attitudes of Selected English Dialect Communities," in Roger W. Shuy and Ralph W. Fasold (Eds.), *Language Attitudes: Current Trends and Prospects*. Washington, D.C.: Georgetown University Press, 1973, 85-96.

Analyzed respondents' ratings of selected speech types and noted that black respondents rated black speech more positively than did white respondents, while lower-class respondents rated black speech more positively than did higher-class respondents.

79. **Taylor, Orlando L.** "Teachers' Attitudes toward Black and Nonstandard English as Measured by the Language Attitude Scale," in Roger W. Shuy and Ralph W. Fasold (Eds.), *Language Attitudes: Current Trends and Prospects*. Washington, D.C.: Georgetown University Press, 1973, 174-201.

Results from nationwide teacher survey of what teachers think about nonstandard English and BE and whether it should be used in the classroom, indicated teachers in predominantly black schools had significantly more positive attitudes than teachers in predominantly white schools. The majority of teachers throughout the country revealed neutral to positive opinions about BE. Suggests that school officials and language specialists represent considerable potential to change school practices concerning dialect.

80. **Williams, Frederick.** "Psychological Correlates of Speech Characteristics on Sounding 'Disadvantaged'," *Journal of Speech and Hearing Research*, 13 (September 1970), 472-488.

Both black and white, urban elementary school teachers listened to tapes of black and white fifth and sixth graders from different SES levels. Teachers generally rated middle-class children as less nonstandard and ethnic sounding and as more confident and eager than lower-class children. Judgments of social status coincided with socioeconomic index far more for black children than for white children. When white teachers rated children as high SES, they tended to identify them as white even if they were black.

81. **Williams, Frederick, Jack L. Whitehead, and Leslie Miller.** "Relations between Language Attitudes and Teacher Expectancy," *American Educational Research Journal*, 9 (Spring 1972), 263-275.

Found that teachers' expectations of children's performances in subject matters are partially predictable on the basis of language attitudes. The degree of prediction increases when the subject matter area is directly within the language arts. Suggests that the study of language variations in minority group children and attitudinal correlates be included in the teacher training process.

82. **Woodworth, William D., and Richard T. Salzer.** "Black Children's Speech and Teachers' Evaluations," *Urban Education*, 6 (July 1971), 167-173.

When urban and suburban, elementary school teachers listened to tapes of both black and white students reading identical material, they rated white students substantially higher than black students. Urban teachers rated all students higher than did suburban teachers. Suggests teachers picked up sufficient paralinguistic clues (e.g., intonation patterns) to identify race of child and associated black child's voice with negative achievement expectations.

Part 4

Testing and the Black English Speaking Child

Findings that many commonly used tests and testing procedures are culturally and/or linguistically biased have caused some researchers and educators to question whether they should be used with BE speaking children. These tests, most of which have been standardized on middle-class, SE speaking children, seem to overidentify BE speakers by emphasizing verbal behavior and not tapping relevant problem solving abilities. In addition, language deficits of BE speaking children are likely to go undetected because there are only a few assessment devices available that serve as valid measures of BE speaking children's functioning.

There is conflicting evidence on the value of administering to BE speaking children BE forms of standardized tests or tests from which dialect-prejudiced items have been removed.

A recent suggestion for more fairly assessing test results is to modify scoring procedures so that "errors" attributable to dialect differences are not counted as reading errors. Others have suggested test practice, tangible rewards, Piaget-type questioning, and observation of verbalization and behavior in natural settings.

83. Adler, Sol. "Data Gathering: The Reliability and Validity of Test Data from Culturally Different Children," *Journal of Learning Disabilities*, 6 (August/September 1973), 429-434.

Analyzes present testing strategies and concludes that many commonly used tests are culturally and linguistically biased. Suggests analysis of spontaneous verbalization and behavior as reliable testing procedure.

84. Bartel, Nettie R., J. Jeffrey Grill, and Diane N. Bryen. "Language Characteristics of Black Children: Implications for Assessment," *Journal of School Psychology*, 11 (Winter 1973), 351-364.

Suggests that there are no standardized tests appropriate for dialect speakers and use of available tests may result in gross errors in educational placement.

85. **Bryen, Diane N.** "Special Education and the Linguistically Different Child," *Exceptional Children*, 40 (May 1974), 589-599. Discusses the inadequacy of language tests for minority groups and relevant methods for teaching.
86. **Bryen, Diane N.** "Speech-Sound Discrimination Ability on Linguistically Unbiased Tests," *Exceptional Children*, 42 (January 1976), 195-201.
Reports that black, white, and Puerto Rican first and second graders performed best on speech-sound discrimination tasks presented in their primary language or dialect.
87. **Davis, Allison.** *Social Class Influences Upon Learning*. Cambridge: Harvard University Press, 1948.
States intelligence tests discriminate against lower SES classes by overemphasizing language and not tapping relevant problem solving abilities. Found tangible rewards during practice, "culturally fair" test and oral test resulted in higher scores among lower SES children. Recommends interviewing and observing children in real-life situations to assess learning ability.
88. **Elenbogen, Elaine Manheim, and Glen Robbins Thompson.** "A Comparison of Social Class Effects in Two Tests of Auditory Discrimination," *Journal of Learning Disabilities*, 5 (April 1972), 209-212.
Found no social class differences when distorted Wepman Auditory Discrimination Test was administered to white, middle-class and black, lower-class kindergarteners, although white, middle-class children performed better on regular Wepman. Concluded that test may measure vocabulary familiar to testees, not auditory ability.
89. **Grill, J. Jeffrey, and Nettie R. Bartel.** "Language Bias in Tests: ITPA Grammatical Closure," *Journal of Learning Disabilities*, 4 (April 1977), 229-235.
Examines the performance of both black and white primary age children on the Grammatical Closure subtest of the ITPA and concludes that this subtest is inappropriate for use as a diagnostic instrument with children who use BE.
90. **Hall, William S., and Roy O. Freedle.** *Culture and Language: The Black American Experience*. New York: John Wiley and Sons, 1975, 103-126.
Discusses the question of how fair intelligence tests are and the search for culture fair tests. Urges educators to look for nontraditional

measures of cognitive performance. Suggests that BE speaking persons carry a heavier cognitive load than SE speaking persons because they must make translations from one dialect to another.

91. **Hunt, Barbara Carey.** "Black Dialect and Third and Fourth Graders' Performance on the Gray Oral Reading Test," *Reading Research Quarterly*, 10 (Fall 1974), 103-123.

Reports that black, innercity third and fourth graders scored significantly better on the Gray Oral Reading Test when "errors" attributable to BE use were not counted as errors, than when test protocols were scored according to test manual directions. Concludes that dialect renderings of conventional materials should be allowed in scoring oral reading tasks.

92. **Hutchinson, June O'Shields.** "Reading Tests and Nonstandard Language," *Reading Teacher*, 25 (February 1972), 430-437.

When dialect-prejudiced items were eliminated from a word discrimination test, 2.6 percent of black, innercity, better-than-average third graders scored below grade level; whereas, when dialect-prejudiced items were included, 40 percent scored below grade level.

93. **Johnson, Dale L.** "The Influence of Social Class and Race on Language Test Performance and Spontaneous Speech of Preschool Children," *Child Development*, 45 (June 1974), 517-521.

Reports modest differences between black and white four-year-olds (matched for nonverbal intelligence test scores) on standardized language tests and no differences in spontaneous speech.

94. **Labov, William.** "Academic Ignorance and Black Intelligence," *Atlantic Monthly*, 229 (June 1972), 59-67.

Cites examples of how ignorance on the part of examiners can lead to depressed test performance.

95. **Nurss, Joanne R., and David E. Day.** "Imitation, Comprehension, and Production of Grammatical Structures," *Journal of Verbal Learning and Verbal Behavior*, 10 (February 1971), 68-74.

Examines the performance of both black and white, higher and lower SES four-year-old urban children on the Brown, Fraser, Bellugi Test of Grammatical Contrasts. When an alternative scoring system based on nonstandard English was used, both black and white, lower SES children improved significantly on the production task and black, lower SES children improved significantly on the imitation task. No significant differences were found for the higher SES children on the two forms of the tasks.

96. **Quay, Lorene C.** "Negro Dialect and the Binet Performance in Severely Disadvantaged Black Four-Year-Olds," *Child Development*, 43 (March 1972), 245-250.

Replicated an earlier study [*Child Development*, 42 (March 1971), 5-15] to compare the performance of black, lower SES preschool children on the Stanford-Binet administered in SE and BE and found no significant differences in test scores on the two forms. A later study [*Child Development*, 45 (June 1974), 463-468] reported similar results with black third and sixth graders.

Part 5

Strategies for Change: Language and Reading Programs

Many linguists and educators have suggested a variety of educational alternatives for minimizing the possible interference of BE on beginning reading instruction. These alternatives include: dialect-based readers and transition materials to gradually introduce SE, neutralization of dialect differences, dialect renderings of conventional materials, language experience to introduce children's language into the classroom, phonics emphasis, foreign language teaching techniques (or an adaptation thereof) for teaching SE, teaching SE before beginning reading instruction, teaching SE at an age when there is an increasing awareness of the social consequences of nonstandard speech features, not teaching SE at all, or a combination of any of the above.

There is little empirical evidence and no agreement in the literature as to how BE speaking children can be best taught to read. Several of the above alternatives have been experimented with, but often with small samples and for short time periods. Longitudinal studies are needed to test these alternatives.

Several dialect-based readers have been developed. However, community resistance to their use has been significant and there is no empirical evidence of their effectiveness. Permitting dialect renderings of conventional materials, along with a multiple approach to reading instruction (including language experience, phonics, literature, lively use of oral language, development of abstract thinking, listening and perceptual skills, structured sequential program, and multiethnic materials), is currently the most acceptable alternative. Implicit in the acceptance of dialect renderings is the need for teachers to comprehend and respect BE and to differentiate dialect shifts from reading errors.

97. **Allen, Virginia F.** "A Second Dialect is Not a Foreign Language," *Monograph Series in Languages and Linguistics*, 1969, No. 22.
Discusses similarities and differences between teaching a second language and teaching a second dialect. Concludes that the differences outweigh the similarities.
98. **Bailey, Beryl Loftman.** "Some Arguments Against the Use of Dialect Readers in the Teaching of Initial Reading," *Florida FL Reporter*, 8 (Spring/Fall 1970), 8, 47.
Presents objections to using dialect-based readers in beginning reading programs for BE speakers.
99. **Baratz, Joan C.** "Teaching Reading in an Urban Negro School System," in Joan C. Baratz and Roger W. Shuy (Eds.), *Teaching Black Children to Read*. Washington, D.C.: Center for Applied Linguistics, 1969, 92-116.
Suggests the use of dialect-based readers and transition texts in teaching beginning reading to black, innercity children, based on her study (see 2).
100. **Caselli, Ron.** "Keys to Standard English," *Elementary School Journal*, 71 (November 1970), 86-89.
States that nonstandard speech has a system and discovering that system is the key to effectiveness in teaching minority learners. Junior high school may be soon enough to teach formal SE.
101. **Cullinan, Bernice E., Angela M. Jaggard, and Dorothy S. Strickland.** "Language Expansion for Black Children in the Primary Grades: A Research Report," *Young Children*, 29 (February 1974), 98-112.
Studied effect of literature based, oral language (experimental) and literature based (control) programs on black, kindergarten through third grade children's abilities to reproduce SE structures and found experimental program resulted in significantly greater gains for kindergarten Ss only. Recommends kindergarten programs should give children opportunity to use language in realistic situations, provide varied language models, and accept children's natural language.
102. **Donlan, Dan.** "What Research Says About Teaching Standard English to Disadvantaged Students," *Peabody Journal of Education*, 51 (July 1974), 261-268.
Suggests that, although there is no conclusive evidence, there are indications foreign language techniques hold some promise for teaching SE as a second dialect. Instruction should be initiated as soon as practical and geared to students' entering skills and needs.
103. **Douglass, Malcolm P.** "The Development of Teaching Materials for

Cultural Pluralism: The Problems of Literacy," in Madelon D. Stent, William R. Hazard, and Harry N. Rivlin (Eds.), *Cultural Pluralism in Education: A Mandate for Change*. New York: Appleton-Century-Crofts, 1973, 85-102.

States that special materials are not necessary for BE speaking children. When emphasis is on meaning rather than on ability to identify individual words, BE speaking children make substitutions or omissions to avoid conflict between their dialect and that of the printed page.

104. **Fasold, Ralph W.** "Orthography in Reading Materials for Black English Speaking Children," in Joan C. Baratz and Roger W. Shuy (Eds.), *Teaching Black Children to Read*. Washington, D.C.: Center for Applied Linguistics, 1969, 68-91.

Concludes that conventional English orthography is as adequate for BE speakers as it is for SE speakers. Recommends reading program that begins with monosyllabic words which are pronounced similarly in BE and SE; then introduces phonetically spelled words whose pronunciation differs in BE and SE; and, finally, words which do not follow phonetic rules.

105. **Feigenbaum, Irwin.** "Using Foreign Language Methodology to Teach Standard English: Evaluation and Adaptation," *Florida FL Reporter*, 7 (Spring/Summer 1969), 116-122, 156-157.

Discusses need to critically examine and adapt foreign language methodology before accepting it as an appropriate means of teaching SE to dialect speakers.

106. **Foerster, Leona M.** "Teaching Reading in our Pluralistic Classrooms," *Reading Teacher*, 30 (November 1976), 146-150.

States that teaching reading in pluralistic classrooms requires individualization of reading instruction based on diagnostic-prescriptive teaching. It is necessary to match materials to the children rather than force the children into instructional sequences for which they may lack the prerequisite skills and in which they may have little interest.

107. **Granger, Robert C.** "The Nonstandard Speaking Child: Myths Past and Present," *Young Children*, 31 (September 1976), 478-485.

Reviews the literature and concludes there is a lack of empirical evidence for teaching SE. Urges teachers to use the language children bring to school.

108. **Hall, MaryAnne.** *The Language Experience Approach for the Culturally Disadvantaged*. Newark, Delaware: International Reading Association, 1972.

Compares approaches for teaching reading to disadvantaged youngsters. While relatively few significant differences exist, they

generally favor language experience approach. Points out need for empirical research to determine whether language experience approach improves oral language competence which, in turn, would help reading achievement.

109. **Leaverton, Lloyd.** "Dialectal Readers: Rationale, Use, and Value," in James L. Laffey and Roger W. Shuy (Eds.), *Language Differences: Do They Interfere?* Newark, Delaware: International Reading Association, 1973, 114-126.
Reports positive results in favor of children (especially boys) who used reading materials in "everyday talk" initially rather than in "school talk." Everyday talk stories used NSE verb forms and school talk stories used SE verb forms. Model introduces SE gradually and encourages teachers to respect children's dialect.
110. **Piestrup, Ann McCormick.** *Black Dialect Interference and Accommodation of Reading Instruction in First Grade.* Berkeley: Monograph of the Language-Behavior Research Laboratory, University of California, 1973.
Compares various styles of teaching BE speaking youngsters to read and recommends "accommodating" approach which uses children's speech patterns and encourages decoding and comprehension. Suggests ways teachers communicate is crucial to success in reading.
111. **Schneider, Murray.** "Use Dialect Readers? The Middle Class Black Establishment Will Damn You if You Do. The Black Children Will Damn You if You Don't," *Florida FL Reporter*, 9 (Spring/Fall 1971), 45-46, 56.
Describes a phonics-linguistics, language experience remedial reading program for black innercity children. The content of the program reflects the children's lifestyles and includes some BE and "street talk." Feedback from children, teachers, and principals was overwhelmingly positive. However, pressure from some community organizations and individuals led to the discontinuation of the program in schools where it had been implemented.
112. **Schwartz, Judy Iris.** "An Investigation of Attitudes on the Use of Black Dialect Materials for Beginning Reading Instruction," *Research in the Teaching of English*, 9 (Fall 1975), 200-209.
Investigates attitudes of white, middle-class professional educators and black, lower SES paraprofessionals toward use of dialect readers as transitional medium for beginning reading instruction. Material was acceptable to both groups, but more so to professionals. If dialect materials are used, the community should be prepared.
113. **Serwer, Blanche L.** "Linguistic Support for a Method of Teaching Beginning Reading to Black Children," *Reading Research Quarterly*, 4 (Summer 1969), 449-467.

Reviews findings of CRAFT project which studied effects of two reading approaches (skills centered and language experience) on black, disadvantaged, urban children followed from kindergarten through third grade. Third graders who had had language experience approach scored higher than those who had had skills centered approach. Author suggests language experience capitalizes on children's "peak" performances, accepts children where they are, and recognizes that what they have to say is important.

114. **Shuy, Roger W.** "Language Variation and Literacy," in J. Allen Figurel (Ed.), *Reading Goals for the Disadvantaged*. Newark, Delaware: International Reading Association, 1970, 11-22.
Urges closer relationship of written materials to the various kinds of oral language used by children, on the assumption that a mismatch will prolong or, perhaps, even prevent the acquisition of reading.
115. **Simons, Herbert D.** "Black Dialect and Learning to Read," in Jerry L. Johns (Ed.), *Literacy for Diverse Learners*. Newark, Delaware: International Reading Association, 1974, 2-13.
Evaluates alternatives for reducing mismatch between children's language and school's language and suggests that allowing dialect rendering of SE material is most promising, but requires training teachers.
116. **Somervill, Mary Ann.** "Dialect and Reading: A Review of Alternative Solutions," *Review of Educational Research*, 45 (Spring 1975), 247-262.
Reviews alternatives to teaching reading to black children and states need for empirical research.
117. **Somervill, Mary Ann, and John F. Jacobs.** "The Use of Dialect in Reading Materials for Black, Inner City Children," *Negro Educational Review*, 23 (January 1972), 13-23.
Reports that black, innercity, first graders scored significantly higher on silent reading comprehension task presented in dialect than on equivalent task in SE but reverse was true for listening comprehension task.
118. **Stewart, William A.** "On the Use of Negro Dialect in the Teaching of Reading," in Joan C. Baratz and Roger W. Shuy (Eds.), *Teaching Black Children to Read*. Washington, D.C.: Center for Applied Linguistics, 1969, 156-219.
Discusses need to select a suitable orthography for writing black dialect in beginning reading materials to provide easy transition to SE.
119. **Venezky, Richard L.** "Nonstandard Language and Reading," *Elementary English*, 47 (March 1970), 334-345.

Suggests beginning reading materials should be as dialect free as possible in content, vocabulary, and syntax, without becoming dialect readers. SE should be taught.

120. **Wallach, Lise, Michael A. Wallach, Mary G. Dozier, and Nancy E. Kaplan.** "Poor Children Learning to Read Do Not Have Trouble with Auditory Discrimination, but Do Have Trouble with Phoneme Recognition," *Journal of Educational Psychology*, 69 (February 1977), 36-39.

Found that both black and white disadvantaged and white, middle-class kindergarteners performed well on task involving auditory discrimination of initial phonemes, but middle-class children performed significantly better than disadvantaged children on phonemic analysis task. Recommends phonemic analysis skills be taught at the start of disadvantaged children's school careers.

121. **Wolfram, Walt.** "Sociolinguistic Alternatives in Teaching Reading to Nonstandard Speakers," *Reading Research Quarterly*, 6 (Fall 1970), 9-33.

Suggests allowing dialect rendering of extant reading materials until there is evidence that neutralization of dialect differences or dialect readers are effective for beginning reading instruction.

122. **Yonemura, Margaret.** *Developing Language Programs for Young Disadvantaged Children.* New York: Teachers College Press, Columbia University, 1969.

Describes language program to teach SE to three-, four-, and five-year-olds. Program focuses on grammatical structures, accepting the spoken language of children, creativity, and repetition. Suggests tutors work in homes with toddlers on language development.

Part 6

Other Strategies for Change

There is considerable evidence to suggest that factors other than the types of reading and language programs utilized are critical to the acquisition of reading skills among black, lower SES children. These factors include preschool intervention, parent involvement, early identification of learning problems, reading readiness programs, teacher training, and improvement in self-concept.

In the search for appropriate preschool intervention programs for disadvantaged children, it has been found that the most successful ones, in terms of maintaining intellectual gains into elementary school, begin early, in the home, and help parents with child-rearing habits and the linguistic and cognitive development of their children. Educators have recently focused much attention on identifying learning problems at an early age and providing appropriate intervention strategies.

A classroom management system characterized by control, consistency, expectancy of success, and rewards, appears to be appropriate for lower SES children.

Training is recommended for teachers working with black, lower SES children to help them evaluate their biases toward lower SES children; understand, appreciate, and use the culture and language children bring to school; and recognize the capabilities of these children to learn and develop methods of communication.

Other factors considered important for the reading achievement of black, lower SES children in elementary school are long term intervention, strong leadership, heavy emphasis on reading with phonics instruction, frequent evaluation, small classes, and parent involvement.

Preschool Intervention

123. **Bronfenbrenner, Urie.** *A Report on Longitudinal Evaluations of Preschool Programs, Volume 2, Is Early Intervention Effective?* Washington, D.C.: U.S. Department of Health, Education and Welfare, 1974, No. OHD 76-30025.

Evaluates seven preschool intervention programs which had follow-up data for at least two years after termination of the intervention programs and other selected programs. Children were enrolled in programs for one to five years. It was found that children in group programs and home based programs (in which children were tutored) showed substantial IQ gains during the program; gains declined, however, after the program ended. Children who participated in a program which simultaneously involved child and parent (usually the mother) showed substantial IQ gains which were maintained three to four years after program termination; greatest gains were made by children who entered these parent intervention programs as one- and two-year-olds. Children in parent intervention programs during or prior to enrollment in group programs achieved greater and more enduring gains in group programs. Cognitively structured group programs produced greater gains than play oriented ones. Recommends family centered intervention, ecological intervention (meeting basic life needs), and sequential strategy of intervention beginning before children are born and lasting at least until age twelve.
124. **Levitt, Edith, and Shirley Cohen.** "An Analysis of Selected Parent-Intervention Programs for Handicapped and Disadvantaged Children," *Journal of Special Education*, 9 (Winter 1975), 345-365.

Reviews parent intervention programs for handicapped and disadvantaged children and recommends use of paraprofessionals, emphasis on processes rather than products, day-to-day planning, inservice training, and supervision of teachers.
125. **Miller, Louise B., and Jean L. Dyer.** "Four Preschool Programs: Their Dimensions and Effects," *Monographs of the Society for Research in Child Development*, 40 (1975), University of Chicago.

Preschool children experienced IQ gains in four Head Start programs which utilized different curricula based on the assumption that children had conceptual deficits. Half from each program entered a kindergarten follow-through program with token rewards for behavior, and half entered a regular kindergarten program. IQ increases were not maintained through second grade follow up for any children and prekindergarten IQ did not predict first grade success. Children in follow through program showed better gains than children in regular kindergarten program.

126. **Pines, Maya.** "Head Head Start, A Major Experiment for Infants, Parents, and Schools Suggests that the Critical Learning Time is the Age from Eight to Eighteen Months," *New York Times Magazine*, October 26, 1975, 14.

Describes Brookline, Massachusetts, Early Education Project (BEEP), an individualized, ongoing, diagnostic, and educational-therapeutic program. From the time of a child's birth through early childhood, teacher-consultants work with parents and physicians make diagnostic assessments to identify health related factors relevant to educational performance. Children enter playgroup at age two and nursery school at age three. Long term results are not yet available.

127. **Ryan, Sally (Ed.).** *A Report on Longitudinal Evaluations of Preschool Programs*, Volume 1. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1974, No. OHD 75-24.

Evaluates preschool intervention programs with longitudinal data and finds that preschool intervention cannot guarantee continued success in elementary school, but can contribute to school readiness. Positive gains were reported in IQ scores, general cognitive and language skills, social adjustment, and motivation.

128. **Scott, Ralph.** "Home Start: Follow-Up Assessment of a Family-Centered Preschool Enrichment Program," *Psychology in the Schools*, 11 (April 1974), 147-149.

Tested both black and white, lower SES, six-year-olds who had participated in a three year home and school program for two-to-five-year-olds and found children generally retained intellectual gains made during the program and were ready to begin school.

129. **Stanley, Julian C. (Ed.).** *Preschool Programs for the Disadvantaged: Five Experimental Approaches to Early Childhood Education*. Baltimore: Johns Hopkins Press, 1972.

Describes five preschool programs for disadvantaged children and states that emotional, motivational, and personality factors may be as important in planning preschool curricula as cognitive and intellectual factors. Suggests that a good staff model, adequate planning, supervision, and long term evaluation are essential.

Diagnostic and Readiness Procedures

130. **Anastasiow, Nicholas J.** "Educating the Culturally Different Child," *Bulletin of the School of Education*, Indiana University, 18 (March 1972), 21-41.

Kindergarten children who were found to have a high risk of reading failure experienced a curriculum which emphasized communication skills. At the end of third grade, no significant difference in reading performance was found between high risk children and nonrisk

control groups.

131. **Guttentag, Marcia, and Sylvia Ross.** "Movement Responses in Simple Concept Learning," *American Journal of Orthopsychiatry*, 42 (July 1972), 657-665.

Found prekindergarten through fourth grade, black, white, and Puerto Rican, lower SES children learned verbal concepts better when trained with movement responses than children who did not receive movement training. Concludes that movement provides self-reinforcement, immediate feedback, self-initiation, and attentiveness.

132. **Jansky, Jeannette, and Katrina deHirsch.** *Preventing Reading Failure*. New York: Harper and Row, 1972.

Administered screening test to black, white, and Puerto Rican urban kindergarten children. Test accurately predicted reading failure at end of second grade in 77 percent of cases. Oral language was found to be the most consistent contributor to later reading performance. Test consisted of letter naming, picture naming, word matching, sentence memory, and copying geometric shapes. Recommends intervention at two years of age to compensate for inadequate home learning environment.

133. **Meyers, Edna O.** "Doing Your Own Think Transmission of Cognitive Skills to Inner City Children," *American Journal of Orthopsychiatry*, 44 (July 1972), 596-603.

Urban parents who learned cognitive games (problems, puzzles, and brainteasers) at a workshop, taught them to their children at home five minutes daily. Both parents and children increased their conceptualizing and intellectual skills and children's vocabularies increased. Children taught at home showed more improvement than those taught at school.

134. **Willmon, Betty Jean.** "Reading Readiness as Influenced by Parent Participation in Head Start Programs," in J. Allen Figurel (Ed.), *Reading and Realism*, 1968 Proceedings, Volume 13, Part 1. Newark, Delaware: International Reading Association, 1969, 617-622.

Found that both black and white, lower SES, urban and rural children whose parents participated in classroom activities scored significantly higher on Metropolitan Readiness Test than children whose parents did not participate.

Self-Concept and Behavior

135. **Carlton, Lessie, and Robert H. Moore.** "The Effects of Self-Directive Dramatization on Reading Achievement and Self-Concept of Culturally Disadvantaged Children," *Reading Teacher*, 20 (November 1966), 125-130.

Reading was taught to black, lower SES, urban children in first through fourth grades using self-directed dramatizations of self-selected stories, instead of a basal reader. Found experimental children had higher reading gains than control group and large gains in self-concept as determined by teacher judgments and responses to questions.

136. **Jackson, Ruth.** "Building Reading Skills and Self-Concepts," *Reading Teacher*, 25 (May 1972), 754-758.

Describes reading program for innercity children with poor self-images. Program emphasized parent involvement, teacher concern for individual children, phonics, development of a sight vocabulary, oral reading, manipulative activities, lack of competition, and fun. At third grade, children in program scored significantly higher on Metropolitan Achievement Test and were reported to have better self-images than the control group.

137. **Schultz, Charles B., and Roger H. Sherman.** "Social Class, Development, and Differences in Reinforcer Effectiveness," *Review of Educational Research*, 46 (Winter 1976), 25-59.

Concludes from a review of the literature that there is no conclusive evidence that lower SES children respond better to tangible reinforcers than to praise reinforcers.

Teacher Training

138. **Baratz, Joan C.** "A Cultural Model for Understanding Black Americans," in Bernice E. Cullinan (Ed.), *Black Dialects and Reading*. Urbana, Illinois: National Council of Teachers of English, 1974, 111-129.

Recommends a bicultural school model in which teachers would help children prepare themselves for the mainstream culture by accepting, appreciating, and using children's culture and language.

139. **Knapp, Margaret O.** "Black Dialect and Reading: What Teachers Need to Know," *Journal of Reading*, 19 (December 1975), 231-236.

Describes a course designed to help teachers understand their attitudes toward BE, accept dialect versions of SE material, use an individualized language experience approach to reading, and test with informal reading inventories instead of culturally biased formalized instruments.

140. **Levy, Beatrice K.** "Teaching Reading Skills to Dialect Speakers," in Bernice E. Cullinan (Ed.), *Black Dialects and Reading*. Urbana, Illinois: National Council of Teachers of English, 1974, 99-108.

Describes procedures for teachers of black children based on the dialect variables which may be sources of interference for these children in learning how to read, and includes examples of auditory

discrimination exercises which take into account BE speaking children's phonological systems.

141. **Moskowitz, Gertrude, and John L. Hayman.** "Success Strategies of Inner City Teachers: A Year Long Study," *Journal of Educational Research*, 69 (April 1976), 283-289.

Found that teachers (described by students as the "best" teachers) in an inner city junior high school set a tone the first day of school, reinforced behavior, saw student participation increase with control, and were warm, understanding, and supportive.

142. **Simmons, Barbara.** "A Linguistic Analysis of Disadvantaged Kindergarten Children's Verbal Responses to Questions," *Journal of Educational Research*, 69 (March 1976), 253-255.

Five- and six-year-old disadvantaged children who 1) could not spell, read, or comprehend enough English for first grade and/or 2) who came from families with incomes below \$3,000 were asked various kinds of questions. Children performed best with verbal processing questions, next with application questions, and least well with data recall questions. Recommends training in question asking to develop children's oral language.

School Philosophy

143. **Goolsby, Thomas M., and Robert B. Frary.** "Effect of Massive Educational Intervention on Achievement of First Grade Students," *Journal of Experimental Education*, 39 (Fall 1970), 46-52.

Describes first grade program for black students. Program characterized by small classes, aides, immediate rewards, and sequenced and structured learning activities. Children with lowest readiness scores in experimental program achieved the most when assessed with achievement and reading tests and teachers' evaluations.

144. **Stenner, A. Jackson, and Siegfried G. Mueller.** "A Successful Compensatory Educational Model," *Phi Delta Kappan*, 55 (December 1973), 246-248.

Describes long term intervention program at Chicago's Child Parent Centers for children from ages three to nine (preschool through third grade). A structured curriculum emphasizes linguistic, cognitive, and affective factors. The program also includes parent involvement, small classes, detection and remediation of health and social problems which interfere with learning, continuity, frequent feedback, and use of rewards and praise. In preschool and kindergarten, children scored above the national average in readiness measures; among first through third graders, reading and math

scores were at or above the national norms.

145. **Weber, George.** *Inner City Children Can Be Taught to Read: Four Successful Schools.* Washington, D.C.: Council for Basic Education, 1971.

Compared four ghetto schools where third grade reading equalled or exceeded the national norms and was comparable with reading scores in middle-class schools. Found ghetto schools were characterized by strong leadership, high expectations, reading emphasis, reading specialists, phonic approach, evaluation, purpose, quiet, and pleasure.

Part 7

Recommendations for Future Work

Numerous factors contribute to poor reading achievement among many black, lower SES children (e.g., dialect differences, intellectual capacity, environment, poor self-concept, lack of opportunities, teacher attitudes, and test bias). Although these factors have been empirically explored, many unanswered questions remain.

The role of dialect interference has been researched extensively, yet a vital question, which only recently has been addressed, has not been answered unequivocally: Does dialect interference, which appears to operate when BE speaking children read SE orally, negatively affect children's comprehension? Other unclarified issues include the role of bidialectism and the role of nonverbal intelligence in interaction with language proficiency.

The influence of factors such as inadequate health care, poor diet, and depressed intellectual capacity, is significant for many black, lower SES children and can be diminished only by attention to basic life needs. Other factors, such as lack of cognitive and verbal stimulation, crowding, father absence, lack of opportunities, and poor self-concept, are more difficult to measure but, nevertheless, appear to negatively affect academic achievement.

Studies of teacher attitudes clearly indicate that teachers tend to react more negatively toward students who speak a different dialect than toward SE speaking students, even when the work evaluated is identical in content. Teacher training programs need to include factual information about BE. Teachers also need to be taught to expect more from black, lower SES children, to judge their capabilities independent of race and SES, and to understand and respect their dialect and cultural backgrounds.

The literature is replete with statements suggesting that

numerous, commonly used assessment devices are linguistically and culturally biased against BE speaking children. However, little carefully conducted research has been reported which clarifies the value of administering to BE speaking children BE forms of standardized tests or tests from which dialect-prejudiced items have been removed.

Although many programs have been developed to alleviate the language problems of BE speaking children, longitudinal studies with controls are needed to determine the value of such alternatives as dialect-based readers and transition texts, dialect renderings of conventional materials, and neutralization of dialect differences for teaching beginning reading.

Research indicates that preschool intervention, which includes cognitive and linguistic activities and involves parents, leads to later school success. Research is needed to define more precisely what kinds of programs produce the greatest school-related gains and what the optimal age is for intervention.

Early identification of learning problems, follow through programs from preschool into elementary school, and effective teacher training programs are critical to the task of teaching BE speaking children how to read; but more extensive, carefully conducted research is required.

In summary, although the body of literature is immense concerning reading and the BE speaking child, many unanswered questions remain. Much work is still waiting to be done.

OTHER SUGGESTED READING MATERIALS

- Bryen, Diane N., Cheryl Hartman, and Pearla Tait. *Variant English: An Introduction to Language Variation*. Columbus, Ohio: Merrill, 1978.
- Cullinan, Bernice E. (Ed.). *Black Dialects and Reading*. Urbana, Illinois: National Council of Teachers of English, 1974.
- DeStephano, Johanna S. (Ed.). *Language, Society, and Education: A Profile of Black English*. Belmont, California: Wadsworth, 1973.
- Figurel, J. Allen (Ed.). *Better Reading in Urban Schools*. Newark, Delaware: International Reading Association, 1972.
- Labov, William. *Language in the Inner City: Studies in the Black English Vernacular*. Philadelphia: University of Pennsylvania Press, 1972.
- Laffey, James L., and Roger W. Shuy (Eds.). *Language Differences: Do They Interfere?* Newark, Delaware: International Reading Association, 1973.
- Williams, Frederick (Ed.). *Language and Poverty: Perspectives on a Theme*. Chicago: Markham Books, Rand McNally, 1970.

MAJOR DIFFERENCES BETWEEN STANDARD ENGLISH AND BLACK ENGLISH

Phonological Differences

<i>Feature</i>	<i>Example (SE - BE)</i>
Simplification of consonant clusters	test - tes, past - pas, went - win
<i>th</i> sounds	
voiceless <i>th</i> in initial position	think - tink or think
voiced <i>th</i> in initial position	the - de
voiceless <i>th</i> in medial position	nothing - nofin'
voiced <i>th</i> in medial position	brother - brovah
<i>th</i> in final position	tooth - toof
<i>r</i> and <i>l</i>	
in postvocalic position	sister - sistah, nickel - nickuh
in final position	Saul - saw
Devoicing of final <i>b</i> , <i>d</i> , and <i>g</i>	cab - cap, bud - but, pig - pik
Nasalization	
-ing suffix	doing - doin'
<i>i</i> and <i>e</i> before a nasal	pen - pin
Stress—absence of the first syllable of a multisyllabic word when the first syllable is unstressed	about - 'bout
Plural marker*	three birds - three bird or three birds
Possessive marker*	the books - de book or de books
Third person singular marker*	the boy's hat - de boy hat
Past tense—simplification of final consonant clusters*	He works here - He work here
	passed - pass, loaned - loan

*Some authorities include these under syntactical differences.

Syntactical Differences

<i>Feature</i>	<i>SE</i>	<i>BE</i>
Linking verb	He is going.	He goin' or He is goin'.
Pronominal apposition	That teacher yells at the kids.	Dat teachah, she yell at de kid (kids).
Agreement of subject and third person singular verb	She runs home. She has a bike.	She run home. She have a bike.
Irregular verb forms	They rode their bikes.	Dey rided der bike (bikes).

Future form	I will go home.	I'm a go home.
"If" construction	I asked if he did it.	I aks did he do it.
Indefinite article	I want an apple.	I want a apple.
Negation	I don't have any.	I don't got none.
Pronoun form	We have to do it.	Us got to do it.
Copula (verb "to be")	He is here all the time.	He be here.
	No, he isn't.	No, he isn't. or No, he don't.
Prepositiona	Put the cat out of the house.	Put de cat out de house.
	The dress is made of wool.	De dress is made outta wool.

NOTE: The inventory of differences between SE and BE is far smaller than the inventory of similarities.